

**IMPROVING LISTENING ACHIEVEMENT THROUGH DICTOGLOSS TO
THE TENTH GRADE STUDENTS OF SMA N 3 PALEMBANG****Dea ambarwati¹⁾**

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ABSTRACT

The objective of the study was to find out whether or not Dictogloss is effective in improving students' listening achievement to the tenth grade students of SMA N 3 Palembang. The method of the study was quasi – experimental design, non – equivalent control group design. The sample of this study was 40 students which was selected from class X Mipa 2 to be sample. The data were collected by using listening test which consisted of 50 questions. In analyzing the data, paired sample t-test and independent sample t-test were used. Based on the results of statistical analyses, it was found that t-obtained was 8.437, which was 0.05 of the level significance with the degree of freedom (df) 19 with the critical value of t-table 2.0930. so it can be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, because t-obtained(-8.437) higher than t-table (2.0930) and significance level P (.000) was lower than α (0.05). it mean that there was significance difference between the tenth grade students of SMA N 3 Palembang who were taught through Dictogloss and those who were not. It also indicated that Dictogloss could improve the students' listening achievement of tenth grade students of SMA N 3 Palembang.

Key words : Improving, listening, and dictogloss.

1. Introduction

When talk about language learning, often talk about the four language skills: listening, speaking, reading, and writing. Listening is considered as an important ability that has to be mastered because how well someone listen has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for building good communication with others. Teaching listening to the students is very crucial, because listening itself is very important in our life. None of deaf can speak, that is make listening is as basic skill that should be acquired. Those who cannot listen well means they cannot communicate with their family and other people. By having good listening skill, we can avoid misunderstanding problem and also can accept what people say accurately.

Listening is very important in communicating with others. According to Miller (2003), more than 40% of our daily communication is spent on listening, 35% on speaking, about 16% on reading, and only 9% on writing. Sharma (2011) states Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding (p. 13). Moreover, According to Tyagi (2013), Listening skill is key to receiving messages effectively. It is a combination of hearing what another person say and psychological involvement with other person who is talking. Listening is a skill of language. It is requires a desire to understand another human being, an attitude of respect and acceptance, and willingness to open one's mind to try and see things

from another point of view. Listening involves a sender, a message, and receiver (p. 1). Brown (2006) states Listening is complex activity, and we can help the students comprehend what they hear by activating their prior knowledge (p. 4). Their prior knowledge help them to connect with the text is about.

In addition, according to Harmer (2007), Listening is ability to recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding. Nunan (2002) states, Listening is a cinderella skill in second language. Listening activity also required in academic context, where the students have to deal with listening comprehension in classroom. According to Vandergrift (1999), Listening Comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural content of utterance (p. 168). Brown (2006) states that one very important idea for teaching listening is that listening course must make use of students' prior knowledge in order to improve listening comprehension (p. 2). Prior knowledge means that basic knowledge that the students' had about the material.

Based on the definition of listening according to experts about the listening, the writer concluded that Listening is an important skill which required in academic contact where the students should improve their listening c achievement. No deaf person can speak, listening and speaking is a skill which children acquire at the first stage. No one be able to speak without having a listening skill. Listening is the most important skill, if

someone cannot listen, it will influence others too. Through listening, people can build good communication with others, people will understand what people intends to do and what people means. In this research, the writer would focus on listening comprehension which involves an active process, because the students not only listen but they have to comprehend the dialog, the words and connect the words based on the content. Students are also required to have prior knowledge to help them link the dialog with their knowledge to make them easier to comprehend the dialog.

Based on the writer's observation to the students in SMA N 3 Palembang, most of students were less confident about the capacity to listen, because listening English word is hard for them. Listening materials are not always familiar with the students, sometimes it is not relevant to the students. The students hard to catch up what native speaker's says and it is the cause of students get low score in listening. The other cause is the teacher often uses traditional way in teaching listening, only listen and answer the question. The teachers just let them listen to what speaker says and fulfill the questions about it. The students are not motivated with the way that teacher uses in teaching so that they are bored. Finally the students prefers to be passive during the listening process. By looking at the problems above, its possible for the teachers to find out what technique is appropriate to be applied in teaching and learning listening process. The technique that is more attractive and communicative for the students. Teachers need more practical alternative way, useful and encourage the students to listen and understand the key points and it can improve students' listening ability. Therefore, the writer chose one technique that is called Dictogloss. This technique was expected to improve students' listening comprehension achievement. Dictogloss is a technique in which the student listen and write the text that read by the teacher. According to Vasiljevic (2010), Dictogloss is classroom dictation activity where learners listen to a passage, note down key words and then work together to create reconstructed version of the text (p. 41)

Furthermore, in this research the writer focused on listening comprehension. The writer expected that after conducting the research , it would give significant improvement to the students English listening comprehension. Thus, the writer intended to do a research entitled "Improving Students' Listening Comprehension Achievement Through Dictogloss to the Tenth Grade Students of SMA N 3 Palembang".

A. Literature Review

According to Vasiljevic (2010), Listening activities are designed to give the learner practice in identifying correctly different sounds, sound-combinations and intonation patterns. As the learners' proficiency increases, meaning based activities become more important (p. 42). According to Sharmaa (2011), Language learning depend on listening, listening provides the aural input that serves as the basis for

language acquisition and enable the students to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes (p. 13).

Listening means we are demanded to pay attention what someone says, it involves the part of body such an ear. Because none of deaf can speak, so that is why listening is basic skill that should be acquired by everybody. According to Rost (2002), Listening task can be divided into pre – listening, while – listening, and post – listening phases:

a) Pre – listening

Effective listening task often involves an explicit “ pre – listening “ step, some activity that the learner does prior to listening to the main input in order to increase readiness.

b) While – listening

When the learner actually begins listening to the input, there need to be some expectation for concrete action. While – listening task can include guided note taking, completion of picture or schematic diagram or table, composing question any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning. This stage of listening task is usually the most problematic for the teachers to prepare because it involves designing a task that involves only minimal reading or writing

c) Post – listening

This is probably the most important part of listening instruction because its allow the learner to build mental representations and develop short term memory, and increase motivation for listening a second time. Post listening tasks can involve additional reading, writing, speaking, and interaction, and may include comparing notes, negotiating a summary with partner, and formulating responses, or question about was what just heard (p. 20)

Unfortunately, teaching speaking seems so difficult and challenging for English teacher, many activities are implemented in order to increase student ability in spoken English language. Yet, many problems are till faced by the students during speaking class. Sometimes, the students are reluctant to speak English because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and losing face in front of their classmates (Harmer, 2007, pp. 345-348).

B. Methodology

In this study, the writer used Quasi Experimental design. It involved two groups: one Experimental Group and one Control Group. While the Experimental group received the treatment, and the control group were not. In conducted the research, the writer used non – equivalent control group design where the design is identical to pre test and post test control group design in

all aspects except for the random assignment of subjects to conditions. The form of nonequivalent control group design suggested by Fraenkel (2012, p. 270) can be seen as follows:

Table 1. Non-Equivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

C. Population and Sample

The population of this study involved tenth grade students of SMA N 3 Palembang. There were eleven classes of tenth grade students in this school as described below:

Table 2. The Population of the Study

No	Class	Students
1	X MIPA 1	34
2	X MIPA 2	32
3	X MIPA 3	37
4	X MIPA 4	36
5	X MIPA 5	38
6	X MIPA 6	37
7	X MIPA 7	37

source : SMA N 3 Palembang in academic year 2015/2016

In taking the sample, the writer used purposive sampling, where the writer used the judgment to select a sample that the writer believe, based on prior information, provided the data she needs (Fraenkel). There were 20 students taken as a sample. The writer chose the sample based on these following criterias: The students were taught by the same teacher, the students who has average score and the students who have same major.

In this research, the researcher designed one class as experimental group and another as the control group. Then, assigned experimental treatment by using Dictogloss to the experimental group only while the control group would not be given any treatment. The sample of the study can be illustrated as follow:

Table 3. The Sample of the Study

No	Group	Students
1	Experimental Group	20
2	Control Group	20
Total		40

Source : SMA N 3 Palembang in the academic year 2015/2016)

D. Instrument

The test was in the form of dialog, the students knew what the answer of the questions based on the dialog by listening to the cassette. The test was used because it is considered as the most reliable way to get some information. The test materials in the pre-test and post-test is exactly the same. The test were in the form of multiple choices. The total of test were 50 questions.

Pre-test is given before conducting the study of the students is that used to know the students' achievement in listening before treatment.

Post-test is given after treatment. Post-test is given in order to know the students' improvement in listening through Dictogloss after treatment.

A pre-test was given to the participants of both experimental and control group to diagnose students' achievement or basic competence and existing knowledge in speaking class before implementing the treatment by using communication games. Meanwhile, a post-test was accomplished to evaluate and measure students' speaking achievement after implementing the treatment.

The writer used t-test. To see the difference among the mean scores of listening scores of both groups, pair sample t-test was applied. Then independent samples t-test was also used to see whether the gain the students show in both test is contributed by treatment. In short, the results of pretest and posttest obtained by each group were calculated and compared by using SPSS.

The next scoring system used the range of 0-100. The writer used the score interval as follow :

Table 4. Score interval

SCORE RANGE	CATEGORY
85 – 100	Excellent
75 – 84	Very Good
65 – 74	Good
55 – 64	Poor
< 55	Very Poor

E. Procedures

The following were the teaching procedures for experimental group where will give the treatment through Dictogloss. There were three steps, the first is pre – Activities 1. The teacher greeted the students and ask students' condition, 2. The teacher checked attendance list of the students, 3. The teacher motivated students by asking some question related to the material that is going to be taught. 4. Teacher stated the objective of the study. The second was whilst – Activities : 1. The teacher played the cassette for the first time, students were not allowed to write down anything. 2. The teacher played the cassette for the second time, students were allowed to write down the words. The teacher emphasizes that only keyword not a whole word. 3. Teacher played for the third time, students were allowed to revise their works. 4. Reconstruction steps, the students collected their jobs to reconstruct the dialog. In this step they worked together. The words that they have recorded, they pooled together with other students. Students no need to copy the dialog but just maintain their dialog. 5. Analysis and correction. In this step, students wrote down their dialog on the whiteboard, the teacher would correct their job and then compare their jobs with the original dialog. In this step, teacher analyzed students' error and corrected it. And the last was post- Activities : 1. The teacher handed the copies out to the students and asked them to answer the questions related to the listening individually, 2. The teacher evaluated students' worked by discussing

the answers together, 3. Teacher asked the students whether they have question or not about the material, 4. Teacher ended the teaching and learning process.

2. Findings and Interpretations

A. The Findings of Study

The results of the pre test and the post test of both experimental group and the control group were analyzed by using t-test. The analyses were done by using SPSS 16.0 version year 2014. The analyses consist of (1) statistical analyses on the result of pre-test and post-test of the experimental group and the control group by using paired sample t-test to see the difference among the mean scores of listening scores of both groups, (2) the result between post-test between experimental group and the control group by using independent sample t-test to see whether the gain the students showed in both tests was contributed by the treatment.

Table 4. *The Results of Pre-test and Post-test in Experimental and Control Groups*

Group	Test	Mean	SD	T	df	Sig. (2-tailed)
Experimental	Pre-test	59.20	17.27	8.43	19	.000
	Post-test	71.60	11.58			
Control	Pre-test	51.40	10.30	.665	19	.514
	Post-test	51.90	10.06			

Based on the paired sample statistics of the experimental group, the mean of the pre-test was 59.20; the standard deviation was 17.27; and the standard error mean was 3.86. On the other hand, the mean of the post-test was 71.60; the standard deviation was 11.58; and the standard error mean was 2.58. The result of paired sample t-test in experimental group shows that t-obtained was 8.43. At the significance level of $p < 0.05$ for two-tailed test and degree of freedom (df) 19, t-table was 2.09. Since the t-obtained was higher than t-table, the null hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted. It can be stated that there was a significant difference in listening comprehension achievement before and after treatment in the experimental group.

Based on the analysis of the independent sample test of the post-test in the experimental group and in the control group, the t-obtained was 5.74. At the significance level of $p < 0.05$ for two-tailed test and (df) 38, the t-table was 2.02. Since the t-obtained exceeded the t-table, null hypothesis H_0 was rejected and research hypothesis H_1 was confirmed. It could be inferred that there was a significant difference in the post-test scores of both groups ($p = 0.000 < 0.005$). It implied that there was a significant mean difference between the students who were taught through Dictogloss and those who were not taught at all in listening. The writer assumed that the use of Dictogloss was effective for the students to improve their achievement in listening comprehension.

C. Interpretations

From the statistical analyses, the writer attempted to describe the interpretations toward the findings mentioned earlier in this section. First, statistically the students in the experimental group showed progress in their listening achievement before and after the treatment. The result showed that there was a significant difference in listening achievement before and after they were exposed through Dictogloss. Since the t-obtained was higher than t-table, the null hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted. It can be stated that there was a significant difference in listening achievement before and after treatment in the experimental group. Since there was a significant difference before and after the treatment. The mean difference between pre-test and post-test in experimental group was 19.70, the writer could say that through Dictogloss was effective to improve the students' achievement in listening comprehension. Therefore, teaching listening comprehension through Dictogloss were good and effective way in improving listening achievement to the tenth grade students of SMA N 3 Palembang.

Dictogloss was a method that can be used in teaching listening. This is proven by the score of the students who were taught through dictogloss. The finding statistically showed that the mean score obtained by experimental group improve better than control. Besides, it also could be seen from the improvement of students who could answer some questions from the listening correctly. Based on the observation carried out during the experiment, there were 20% students who successfully answer the questions from the listening.

According to Vasiljevic (2010), Dictogloss is classroom activity where learners listen to passage, noted down a keywords and then work together to create reconstruct version of the dialog. These were also in line with Daura (2013), Dictogloss is an interactive method which promotes cooperative learning and can assist in the development of both the teacher and students' listening skills. Unlike in the traditional method of dictation in dictogloss only the gist of the dialog is expected to be produced by the students (p.113). Thus, to improve students' listening achievement, the writer was not only asked them to listen but also asked them to be responsible with their works. Students worked in group and also individually, it could trained them to have sense of togetherness. From the research, it can be concluded that through dictogloss, it could motivate students in learning process. This method helped the students focus and helped students become more interactive.

Based on the analysis of the independent sample test of the post-test in the experimental group and in the control group, the t-obtained was 5.74. At the significance level of $p < 0.05$ for two-tailed test and (df) 38, the t-table was 2.02. There was a significant difference in students' test scores between the students who were taught through Dictogloss and those who were not. In conclusion, through Dictogloss was proven to be

effective to improve students' listening comprehension achievement.

3. Conclusions and Suggestions

A. conclusions

Based on the findings and interpretations in the previous chapter, the writer concluded that Dictogloss was a method that can be used by teacher in improving students' listening comprehension achievement. It is proven by the mean scores which have significant increase after the treatment through this method.

By applying this method, the students could work both in a team and individual. This method covered all of English skills, it allowed students to listen in the first step, to write, to read and then speak up. Therefore, during learning process students become more active and could improve students' listening achievement. Thus, it can be said that Dictogloss is effective in improving students' listening achievement to the tenth grade students of SMA N 3 Palembang.

B. Suggestions

For the English teacher, they should provide the students with numerous meaningful opportunities and regular listening practices for them to listen in order to adapt their hearing. The writer assumed that the root of the problem of listening is that students are lack of listening practice. The teachers should responsible by applying listening as often as possible and make good atmosphere during the learning process. It is essential that English teachers utilize various method in improving listening achievement in the hope that listening is no longer seen as a frightening and boring skill to master. English teachers should shift from the traditional method to interactive method in teaching listening. The students not only listen and answer the question then students become passive inside the class. Therefore, this method is one of interactive method that can be applied in teaching listening. In fact, this method could make students more active and consider is a fun method.

Some suggestions were also offered to those who are interested to the use of Dictogloss in improving students' achievements in listening. The suggestions areas follows : The researcher should make sure that the method used in classroom is appropriate for the level of the students since there are some methods are not applicable to our listening class. If possible, the study covers other kinds of listening, not only in form of dialog but also in form of text. The study can have a larger scale in participants with randomness so the result would be generalized. The researcher should consider the amount of treatment and lapse time between pre-test and post-test. The researcher could have more meetings to yield better results.

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